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ABSTRACT

A new program developed during 1975-76 as part of the English as a second language curriculum at the University of California, Davis, is designed to enable students to listen to their oral English for pronunciation and grammatical self-correction. Students are aided in identifying and correcting their errors through tape-recorded sessions with a group consisting of a clinic leader and four or five other students. This report provides information about group meetings, lessons, models for correcting errors, student reaction to the program, and reference materials. The following are appended: a sample lesson, self-monitoring evaluation forms, a guide to viewing the video-tape of the self-monitoring sessions, and statistical data on self-monitoring groups for fall 1977 and winter 1978. (SW)

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A PROGRAM IN ESL STUDENT SELF-MONITORING AT THE UNIVERSITY OF CALIFORNIA, DAVIS

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AN EXPLANATION OF THE SELF-MONITORING ESL CLINIC SESSIONS

What is the Self-Monitoring Program?

This is a new program developed during 1975-76 as part of the ESL curriculum at UCD for foreign students enrolled in the English 25 and 26 classes. Its aim is to give students the opportunity to learn how to listen to their own oral English critically. By the end of the term, each student should be able to indicate differences in his pronunciation (especially in stress, intonation and rhythm patterns as well as phonemic variations) which may interfere with being really understood. Grammatical and vocabulary problems should have been noted, also, as part of the students' self-correction development.

How is all this accomplished?

In weekly sessions, using a tape recorder, students are guided by a clinic leader and other students in the group to recognize and identify their "errors" as well as understand why they make these errors and how to correct them. From the outset, students are reminded that only they, individually, can be the long-term "teachers" of themselves. Therefore, they must train themselves to monitor their own use of the language. It is training in this approach which is provided in these sessions.

How big are the groups, how are they formed, and when/where do they meet?

Four students (at the most, five) and one ESL Clinic leader constitute each self-monitoring group. They are formed during the first week of classes each quarter. Students are scheduled into one of the half-hour weekly sessions at a time when they are not enrolled in another academic class. An attempt is made to have students from different language backgrounds in each group, whenever this is possible. Most sessions are scheduled into the ESL Language Clinic room or another classroom in Olson Hall. Attendance is required. Students are also asked to be prompt in arrival, since the meeting time is so short.

What kind of a lesson is used in the session?

A two-page lesson is distributed to each student at the beginning of the class. It usually has four parts:

1. A review of English vowels
2. A short drill on some feature of the consonant or suprasegmentals system of English.
3. An exercise reviewing a grammatical concept in the language. Some manipulation of the problem area is required.
4. A question requiring a 3 to 5 sentence answer.

Notes on the second page give pronunciation and grammar "rules" drilled in the exercises. All parts of the weekly lesson have been correlated with work in the pronunciation class and grammar class in the ESL Clinic that week, as well as the work in the Core Class. (The work in the latter is treated in the last part of the lesson; the question usually asks for information about the term paper, which is the big assignment of the term in the English 25 Core Class.)

Each part of the lesson sheet is read/drilled/answered by all students. Their responses are recorded on tape and played back for their listening and evaluation during the session.

How exactly is the session conducted?

Most clinic staff have found the following format most workable:

1. One student is asked to read the directions in the first exercise and answer any questions about intent/purpose following the exercise.

2. Then each student reads the first exercise, with the clinic leader operating the tape recorder.
3. Next the students are asked (first by the staff person, later by a student asked to lead an exercise) if they heard any deviations or errors on the part of any student. These are noted. Students should underline differences noted by others on their lesson sheets. Then the tape is replayed and after each student's recording, comments/evaluations are made. The student is asked to circle on his lesson sheet anything he didn't completely control in the recording. He can work on this during the week. This error is recorded on the weekly record sheets which the leader keeps on each student. (This latter sheet may be filled out in more detail at the end of the session.)
4. The second exercise is then read, recorded, played back and evaluated similarly. Again one student may be designated to read the directions and lead the questioning about what each student did well and what errors were heard which need to be worked on. Aspects of this exercise on the weekly record sheet are noted there too.
5. If there is time, each student is recorded doing the third exercise in its entirety. If time is short, however, each student may be asked to handle only one sentence apiece.
6. The last exercise, the question-answer section, needs to be carefully controlled to keep the session within the assigned time limit. Students often need to be reminded to make their answers specific but not lengthy. This "free speech" needs to be listened to very critically by the student, since this is the type of situation he needs most to control by self-monitoring.
7. From the fourth or fifth week on, students are to be encouraged to summarize/categorize their problem areas. If time permits, include this in the half-hour session. Students may keep a written list of these with the Self-Monitoring lessons they receive before each session.

Is a half-hour long enough to hear all students do all four parts, play them back and evaluate each segment?

Sometimes the entire lesson cannot be covered, but groups must learn to discipline themselves in moving rapidly along to try to manage this each week. Lengthening the period isn't feasible for scheduling reasons. Also, less time is "wasted" (i.e., used in chatting) when the period is shorter. Since there is no "teaching" (i.e., lengthy explaining) to be done, the lessons can be managed in half an hour. Even if a student has not been able to participate in all the other background classes, the information reviewed is basic to mastery of English and it undoubtedly has been presented to him at some time in his language classes. (The notes at the end of the lesson also help provide all students with a common explanation.)

Difficult aspects of speaking English, however, can be emphasized, even while not "taught." For example, in working through the vowels in the first exercise, students can be reminded of the importance of the schwa /ə/ in English, noting its use in unstressed syllables in the multi-syllable words that are being pronounced in this section. In the second exercise, the concept can again be reviewed in "reducing" auxiliaries, pronouns, etc., in unstressed situations.

Note that taping the flow of full sentences allows the student to listen more intently than he probably has before to the intonation and rhythm patterns of English as well as his control of stress and phonemes of the language. This former is perhaps the most important area for students to work in at this point in their language study so special note should be made of these features in every lesson.

Should a teacher model correct patterns?

Only in the first one or two sessions should the teacher model. After that, other students in the group should be asked to do this. Usually, at least one student has mastery of each element and this is a good way to demonstrate when students have controlled a form. Students should leave each session with a knowledge that many of their patterns are acceptable/understandable, as well as knowing what areas still need to be worked on.

Are students willing to "correct" each other?

In such a small group, students quickly learn that each has individual problem areas which reflect the student's language background differences with English rather than lack of intelligence. "Explanations" by the Clinic leader should always stress this. In such an atmosphere, other students are not afraid of offending each other; rather, they are usually eager to help the others increase their mastery of English.

Can students keep the lesson sheets?

Yes, they can. While the weekly record sheet is kept by the Clinic leader, the errors or problems encountered each week on the lesson sheets can be reviewed in context by the student at home, if desired. Home review of the lessons is the best way to keep students attending to self-monitoring during the week.

What has been the ESL student reaction to the program?

There has been a very enthusiastic response to the sessions. They are less intimidating than individual tutoring sessions to some; they are not so large that a student gets "lost" and receives no individual attention either. They summarize the week's work for most students, pulling together what has been learned/worked on in other ESL classes. Since the students' control of language is charted each week, they also serve as a reminder of what needs to be thought of/worked on in out-of-class hours. Students have found their listening is sharpened to their own differences/errors as they learn to listen critically and carefully to other students' speech. By the end of the quarter, most students are well along in being able to monitor their own language patterns.

Is there anything in ESL literature which might be helpful in leading a self-monitoring session

Notes on each lesson introduce/explain nearly every academic aspect of the lesson. Although native speakers intuitively "know" these rules, non-native speakers often need to have them described. For further background and explanation, the following may be helpful in addition to the contrastive analyses of languages available in the department.

In Pronunciation

Allen, Virginia F., "Teaching Intonation: From Theory to Practice," TESOLQ 5:78-81, 1971.

English Language Services, Inc., English Pronunciation: A Manual for Teachers (New York: Collier-Macmillan, 1968).

Nelsen, Don L. F. and Alleen Pare Nilsen, Pronunciation Contrasts in English (New York: Simon & Schuster, 1971).

Prator, Clifford H. and Betty Wallace Robinett, Manual of American English Pronunciation, 3rd edition (New York: Holt, Rinehart & Winston, 1972).

Bowen, J. Donald, Patterns of English Pronunciation, Newbury House Publishers, 1975.

In Grammatical Concepts

Writing English: A Composition Text in English as a Foreign Language, 2nd edition, Harper & Row, 1975. (Note charts on selected grammatical points in the Appendix, too.), Gladys Doty and Janet Ross.

Quirk, Randolph and Disney Greenbaum, A Concise Grammar of Contemporary English (New York: Harcourt, Brace & Jovanovich, 1973).

UCD ESL SELF-MONITORING EVALUATION FORM

Name _____ Date _____

Home Country _____ Graduate/Undergraduate _____

Front vowels [i], [I], [e], [ɛ], [æ] Lengthening of [iy], [ey]

Problems _____

Central vowels [a], [ə] "r" colored vowels [ə r], [ɛ r], [ar], [or]

Using stressed vowels instead of [ə] or [ɪ]

Intrusive [ə] (as in United uh States)

Other difficulties _____

Back vowels [u], [ʊ], [0], [ɔ] Lengthening of [uw], [ow]

Problems _____

Dipthongs [ai], [aw], [oi]

Problems _____

Consonants

[p], [b]; [t], [d]; [k], [g]; [f], [v]; [s], [z]; [sh], [zh]; [ch], [j]; [m], [n]

[l] _____ [r] [ɵ] _____ [ð]

Intrusive [k] or [g] (especially following [ŋ])

Final -ed _____ Final -s _____

Final consonant cluster problems:

_____

Stress

Word stress (too even syllable stress?) _____

Sentence stress (incorrect stressing of auxiliary verbs, pronouns, prepositions, etc.)

_____

Intonation

Final (3 to 1?) _____

Internal (too level? start on 2?) _____

Rhythm

3 bar beats _____

Blending

Within grammatical/thought groups _____

Incorrectly pausing _____

Omissions

Articles _____ Auxiliary verbs _____

Others _____

For Self-Monitoring Leader Use

English vowels not in student's native language: _____

English consonants not in native language: _____

An English syllable can be (c)(c)(c) v (c)(c)(c)(c). In this language the syllable is _____.

Blending is a strong feature of English. Blending in this language: _____

English has phonemic stress. This language is _____ stressed.

UCD ESL SELF-MONITORING CHECK LIST

Self-Monitoring Leader_____ _____ Quarter, 197__ Name of Student_____

(Record errors/differences alone or contrastively: I/i = student says /I/ instead of /i/)

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Pronunciation										
Vowels										
Consonants										
Others (intrusive /ə/ etc.)										
Intonation										
Rising/falling pitch at end of sentences										
Using 3 pitch levels										
Other										
Stress/Unstress										
Reducing unstressed vowels										
Too even stress										
Lengthening stressed vowels										
Incorrectly stressing aux. verbs, pronouns, prepositions, etc.										
Blending										
Within grammatical groupings										
Pausing										
Other										
Omissions										
-s endings										
-ed endings										
Articles (a/an/the)										
Auxiliary verbs										
Other										
Other Problems										

University of California, Davis

END OF TERM SELF-MONITORING REPORT, ESL CLINIC

Name of Self-Monitoring Leader: _____
Date: _____

Name of ESL Student: _____ Native Language _____
Length of time studying English _____
Length of time speaking English _____
Number of Self-Monitoring sessions _____

	Initial Problems or Differences	End-of-Term Self Corrected	End-of-Term Partially Corrected	End-of-Term No Correction
Vowels				
Accurate production (list inaccuracies)				
Lengthening				
Extra vowel between consonant clusters				
Reduction to /ə/ under weak stress				
Consonants				
Accurate production (list inaccuracies)				
Inflectional endings -s				
-ed				
Initial/final consonant clustering				
Silent consonants (i.e., comb)				
Stress				
Syllable stress				
Sentence stress				
Too even stress				
Intonation				
Rising/falling end of sentence pattern				
Too level mid-sentence pattern				
Blending				
Linking within grammatical groups				
Pausing				
Too frequently				
Incorrectly				
Omissions				

What differences/errors seemed easiest for this student to self correct? Rank the items/categories in order of difficulty (1 = easiest) in the margin on the left. You need only rank 5 items. Use the space below (and on the back) to comment on this student's interest and participation in the Self-Monitoring sessions during the term.

Self-Monitoring #5

Name _____ Date _____

Exercise I: Read the following vowel chart. Mark the stressed syllable and note the vowel reductions. What vowel is most often used in unstressed syllables?

i	unseen	/iy/			ʉ	foolish	/uw/
I	tinned				ʊ	fulcrum	
e	remake	/ey/	ə	Davis	0	comb	/ow/
ɛ	untested				ɔ	awful	
æ	tapped		a	topped			

Exercise II: Read the following sentences. Notice the pronunciation changes when the pronoun is unstressed.*

1. Leave 'er alone. (Leave her alone.)
2. Will you throw 'm out? (Will you throw him out?)
3. See ya soon. (See you soon.)
4. Weren' cha' angry? (Weren't you angry?)
5. Whadja do last night? (What did you do last night?)
6. Suitcher self. (Suit yourself.)

Exercise III: Definite and indefinite articles. Complete the following sentences, using the correct article, a, an, or the when one is necessary.

1. _____ day he came I was very busy.
2. _____ orange is nice for a snack.
3. _____ wind is very common in Davis.
4. _____ leaves change color in the fall.
5. _____ leaves on this tree turn red in fall.

Exercise IV: Fill in the blanks with the correct preposition. Note stress and intonation. (Prepositions are usually not stressed.) Choose from the following prepositions: through, around, across, off.

1. If you are going home from one side of the street to the other, you are going _____ the street.
2. If you walk in various directions in a town, you are walking _____ the town.
3. If you go into a park and then come out again at the other end, you have gone _____ the park.
4. If a car leaves the road, it has gone _____ the road.
5. If you avoid a puddle of water, you walk _____ the puddle.

Exercise V: Ask each other these questions:

1. How are you studying for the mid-term exam in English?
2. What kind of mid-term have you had in any other class?
3. What do you dislike most about taking exams?

*NOTES

A. Pronunciation Changes with Unstressed Pronouns:

/h/ may be dropped from his, her, him (Send 'er home. Send 'im away.)

/th/ may be dropped from them; vowel may change to /ə/ "uh." (Pay 'um now.)

/y/ of you may combine with u preceding /d/ to form "joo" or "juh." (Wou' djuh mind?)

/y/ of you may combine with a preceding /t/ to form "choo" or "chuh." (Didn' tchuh read it?)

/y/ of your may combine with a preceding /d/ to form 'jur' and with a preceding /t/ to form "chur." (Hi' djur head.) (Wai' tchur turn.)

B. Use of Articles, a, an, the with Nouns in English:

Count Nouns

1. Name people, places, objects, etc. which can be counted (1 bed, 3 boys, etc.)

2. Used both in the singular and plural; will be preceded by:

singular

a/an	the
if indefinite	if definite

plural

(no word)	the
if indefinite	if definite

Mass (non-count) Nouns

1. Name liquids, gases, qualities, abstractions, subjects which are measured rather than counted.

2. Used in the singular only (very rarely in the plural).

singular

(no word)	the
if indefinite	if definite

no plural

A Guide to Viewing the Video-Tape of the Self-Monitoring Session

I. Brief notes on the three languages represented:

Arabic
- English vowels not in Arabic: æ, ə, r-colored vowels
- Variant substitutes for: ɛ, ɪ, ʊ, ɔ; i.e., u, o are "pure" (not lengthened), but Arabic "long vowels" are close to English dipthongs
- Use of a transition vowel between 3 consonants; vowel length is fixed
- English consonants not in Arabic: th, p, v, zh (ch in some dialects)
- Differences: r is trilled in initial and final position and tapped medially
  t, d, s, z, n, l are dental - alveolar ŋ+k/g
- Arabic syllable: CV (C) (C)
- Blending: some blending; use of the "hamza" (glottal stop) before a vowel interferes with blending if transferred
- Stress: more even syllable and word stress than in English; predictable word-syllable stress patterns. Monosyllabic words are stressed.

Chinese (Mandarin)
- English vowels not in Mandarin: æ, ɔ, r-colored vowels
- Variant substitutes for: ʊ, ɪ, ɛ; i, e, u, o are "pure" (not lengthened)
- English consonants not in Mandarin: b, d, g, v, th, z, zh, j; l contrasts with r
- Differences: only n and ŋ can end a syllable; no medial consonants
- Chinese syllable: (C) V (C)
- Blending: not a strong feature
- Stress: stress-timed rhythm; pitch variation (4 tones) change word meaning

Farsi (Persian)
- English vowels not in Farsi: ɪ, æ, ə, ʊ, ɔ; r-colored vowels: i,e,u,o are "pure" (not lengthened)
- English consonants not in Farsi: th
- Differences: w never begins a word (only follows /o/); ŋ+k/g;
  t,d,s,z,n,l are dental-alveolar; p,t,k always aspriated;
  r voiceless at end of words, tapped between 2 vowels and trilled elsewhere; glottal stop precedes initial s
- Farsi syllable: C V (C) (C)
- Blending: occurs
- Stress: non-stress timed rhythm; tendency to give more equal time to each syllable

II. Listening Instructions

Circle any sound/feature that the student is not making correctly. Slash any error the student either self-corrects or makes correctly with guidance.

Note the number of times the following are worked on:

Vowels:	Consonants:
Lengthening	s/sh p/b ŋk/ŋg
Specific vowels	-ed intervocalic /t/
intrusive /ə/ ("uh")	others:
Intonation: 3-1 final pattern	Stress: reduction of aux. verb
Vocabulary:	Grammar:

Would you judge the students' pronunciation problems to be as they list them?

REPORT ON FALL QUARTER 1977 AND WINTER QUARTER 1978 SELF-MONITORING GROUPS

University of California, Davis

I. Language Background

	Total	Graduate	Under-Graduate	Single	Speak native language with housemates	Age 18-24	Age 24-30	Age Over 30
	F W	F W	F W	F W	F W	F W	F W	F W
Persian	16/14	9/6	6/8	10/10	10/5	10/12	1/-	3/2
Spanish	13/11	10/7	3/4	3/5	10/8	5/5	3/3	4/3
Arabic	5/5	4/2	1/3	2/4	4/2	3/2	1/3	1/-
Chinese	14/5	11/2	3/3	3/3	10/4	1/1	11/4	2/-
Portuguese	5/4	4/4	1/-	1/-	2/4	-/-	4/1	1/3
Malay	3/3	-/-	3/3	3/3	3/3	3/2	-/1	-/-
Korean	4/3	1/1	2/2	1/1	3/3	2/1	1/1	1/1
Others	9/7	4/2	5/5	7/4	3/4	3/6	6/1	0/-
	69/52	65%/46%	35%/54%	60%/58%	69%/63%	27/29	27/14	12/9

II. General questions answered by Winter Quarter students (unless noted differently)

1. Do you translate now? always: 1%; much: 27%; sometimes: 21%; a little: 29%
2. Do you use English in Davis? always: 4%; 75-90%: 37%; 50-75%: 25%; below 50%: 31%
3. Have you had Self-Monitoring before? No: Fall 90%; Winter 82%
4. Can you correct mistakes if you have time? Yes 90%
5. Will you ever be able to correct all errors? Yes 55%
6. In Self-Monitoring can you pick out errors? a few 10%; some 34%; most 39%; all 17%
7. When correcting do you apply a rule? Yes: Fall 78%; Winter 76%
   Because it sounds right - Yes: 24%
8. Do you use a monitor when speaking? Yes: Fall 71%; Winter 62%. No: 15%. Don't know: 23%
9. Do you use a monitor when writing? Yes: Fall 70%; Winter 60%. No: 21%. Don't know: 19%
10. Do you apply rules when speaking? Yes: Fall 92%; Winter 87%. No: 6%. Don't know: 2%

III. Errors and Corrections (69 students in Fall Quarter; 52 students in Winter Quarter)

Vowels	% of students with this error		% who corrected	
	Fall	Winter	Fall	Winter
ɪ (pit)	46%	66%	81%	50%
æ (pat)	43%	49%	49%	27%
ʊ (put)	36%	55%	55%	38%
ɛ (pet)	28%	34%	34%	50%
i (peel)	27%	27%	27%	58%
u (pool)	11%	26%	26%	67%
e (pay)	27%	23%	23%	13%
ə (pump)	23%	15%	15%	56%
o (pole)	21%	26%	26%	20%
ɔ (pawn)	27%	21%	21%	40%
a (pot)	15%	13%	13%	60%
ɚ (pearl)	4%	11%	11%	25%

Consonants	% with this error		% who corrected	
	Fall	Winter	Fall	Winter
th	43%	47%	60%	38%
l	30%	9%	55%	0%
v	29%	22%	73%	38%
-s	28%	47%	77%	29%
-ed	28%	24%	66%	36%
clusters	26%	13%	53%	0%
length	13%	28%	55%	0%
intonation	-	54%	-	35%
stress	-	54%	-	16%

Note: Reporting in the Fall Quarter did not distinguish between partial corrections and full corrections. Winter Quarter reporting did not include partial corrections.